

**PROGRAM DEVELOPMENT,
APPROVAL AND IMPLEMENTATION**

PROGRAM DEVELOPMENT GUIDE



October 2010

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I. INTRODUCTION

i. **Acknowledgements**

The Algonquin College Curriculum Review Committee (CRC) was established in 1999. Since its inception, the CRC has evolved significantly and overseen the establishment of numerous processes and tools to aid the College community with program proposal development, approval and implementation. The Program Development Guide (or the Guide) is a resource intended to assist program developers with the navigation of the program proposal development process.

Developed with input from past and present members of the CRC, this Guide represents a compilation of the work of many individuals dedicated to the integrity and quality of Algonquin College programs, whose efforts are grounded in the common goal of student success. The contributions and commitment of CRC members are here acknowledged.

Guide website construction was led by Louisa Lambregts, Professional and Educational Content Development, Learning and Teaching Services, with the assistance of Trudy Price and Shannon Park, Administrative Assistants in the Academic Development department. Their contributions are gratefully recognized.

ii. **How to Use the Program Development Guide (the Guide)**

The Guide was developed for web based use and is available from the Academic Development Homepage under the Program Development link. Throughout the Guide references are made to available forms, templates and other resources that may be accessed from the website. It is recommended that program developers peruse each of the Guide links, to familiarize themselves with the content and resources available to support proposal development.

Note that the print version of the Guide reflects only the narrative content provided on the website. The website must be accessed to obtain the supporting resources. Select documents or forms referenced within the Guide, notably the Program Creation/Update Form (PUF), are only available with access to the College Intranet.

iii. **Overview**

The Guide provides a step-by-step overview of the Program Development, Approval and Implementation Process.

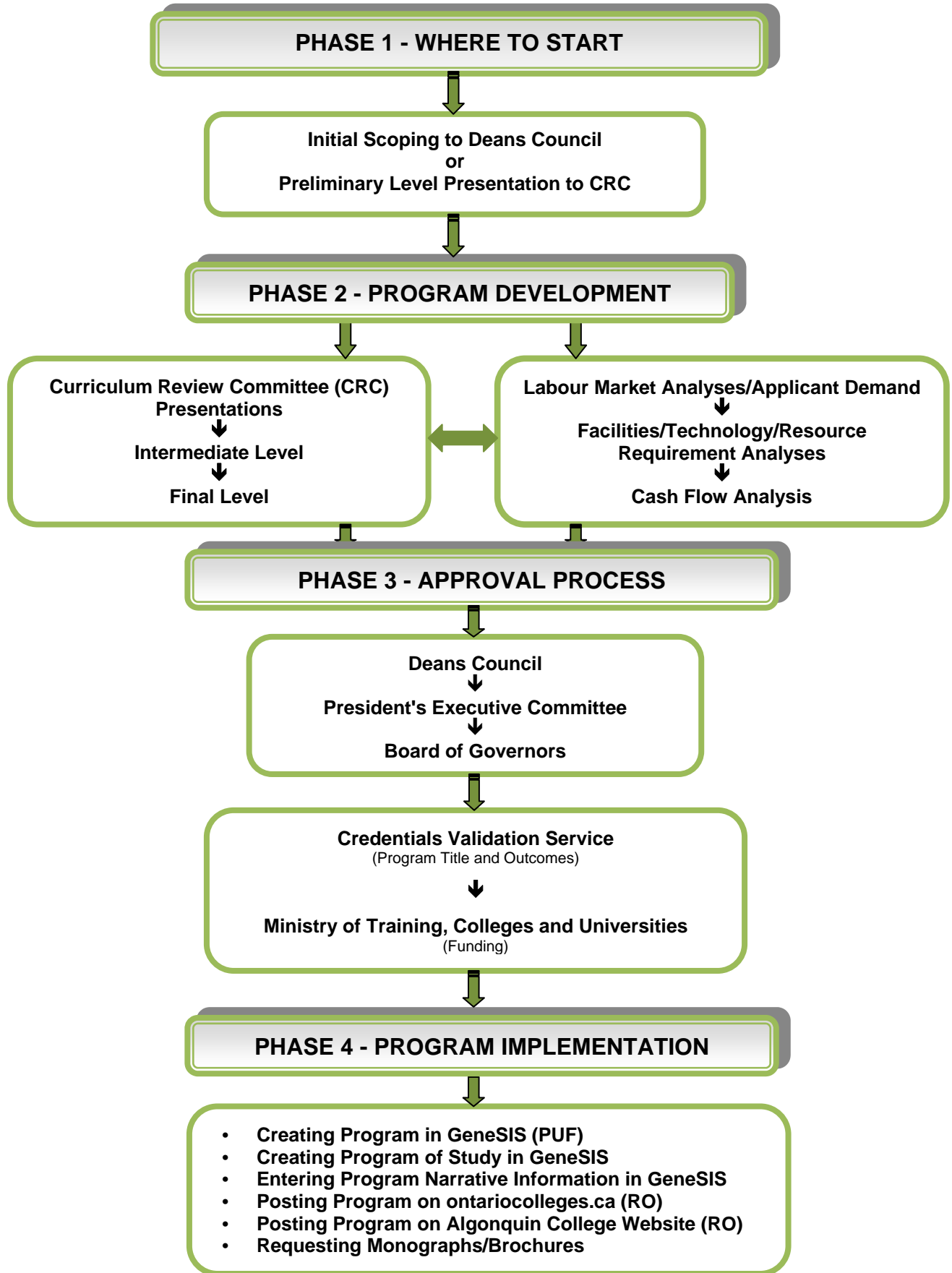
iv. **Who Should Use the Guide**

This Guide will be useful for individuals interested in developing and launching a new program or proposing a program modification (i.e., changes to the program title, vocational learning outcomes, program of study/program duration).

v. **What Can Be Found in the Guide**

- Process Roadmap: an at-a-glance view of the major phases of the program development process (included below).
- Program Proposal Resources: instructions, key documents, templates, and resources to complete and submit a new program proposal or a program modification.

PROCESS ROADMAP



1. PHASE 1 - WHERE TO START IDEA GENERATION AND GETTING STARTED

New program development begins with an idea. The idea must be approved by the Faculty/School Dean. Program ideas for Ontario college credentials that have received approval by the Dean are submitted using the New Program Planning Template and considered at an Initial Scoping meeting of Deans Council. The New Program Planning Template is available under the Key Documents – Templates and Forms link. College certificate program ideas are presented to CRC at the Preliminary Level during a scheduled CRC meeting, also using the New Program Planning Template. In either instance, approval by Deans Council or CRC must be granted prior to moving forward to program proposal development. Further information is detailed in the following sections.

1.1 Capturing New Ideas

The first step in new program development is the identification of the idea.

Program ideas can come from a number of sources:

- content experts (e.g., advisory committee members)
- potential learners via course assessments or general inquiries
- external agencies (e.g., employer requests)
- review of market trends in trades and professional journals
- informal environment scan (e.g., talking with colleagues in the field, reviewing brochures, catalogues and other promotional material)

1.2 Initial Assessment/Feasibility of New Ideas

With a program idea in mind, the next step is to do an initial assessment to determine its feasibility. This short step consists of answering a series of questions such as:

- Does this program fit the vision and mission of the College/Faculty/School?
- Can this program incorporate characteristics of the Algonquin Experience?
- Will prospective applicants be interested in this new offering? Why would they be interested?
- Can the College afford to offer this program? Calculation of the ROI (return on investment) is an important factor in the College's decision to offer or not to offer programs. The actual calculation of this is done later in program development however a broad assessment needs to be conducted at this time.
- Are the resources available (financial, physical and human) to develop and offer this program?

1.3 Important Elements of a New Program

The following elements should also be kept in mind:

- Potential program title – A reminder that job titles may not be used unless the program title already exists in the college system.
- Initial program description – A short description of what the program is about is to be developed.
- Potential delivery modes – This is a vital step in the process. Some useful general principles for the selection of delivery modes include:
 - analysis of the anticipated learners' characteristics
 - content type

- extent of technology incorporation
- financial, physical and human resources required to deliver the program
- Type of credential – The decision to offer a certificate, diploma, advanced diploma, graduate certificate, or a bachelor's degree in an applied area of study is determined by the breadth, depth and complexity of the learning in the program.
- Effect on existing programs – If similar programs already exist or are in the planning stage within the College, communication is required with the department(s) in order to make sure this new program will not have a negative impact on their plans or duplicate efforts.

1.4 **Other Considerations**

- Rationale for new program – The College needs to know why this program is worth pursuing.
- Potential target audience – To increase the likelihood of the program's success, it is important to define the unique characteristics of the targeted program participants.
- Academic residency – How will PLAR (prior learning assessment and recognition) be incorporated into this program?
- Requirements for program proposal development – If the proposal is approved to go ahead, it is important to look at who can do the work involved in the development of the proposal and prepare the documents for each phase of the program approval process. It is also necessary to estimate how much time will be required in order to complete the various phases of development to determine an appropriate proposed start date.

1.5 **Approval by the Dean**

The Dean must be informed and approve of any program proposal under the School/Faculty. When bringing an idea forward, it would be wise to have prepared answers to potential questions, as much as possible, in order to obtain support for this new program. At the next step of the process for all Ministry approved credential programs, the Dean will be presenting this program proposal to Deans Council at an Initial Scoping meeting. The primary subject matter expert and/or Program Chair may also be invited by the Dean to assist with the presentation. Proposed College certificate programs are presented to the CRC at the Preliminary Level. With the Dean's approval a New Program Planning Template must be completed and submitted a minimum of one week prior to the scheduled Initial Scoping or CRC presentation date. The New Program Planning Template, available under the Key Documents – Templates and Forms link, should be reviewed to obtain an overview of the information required to propose a program idea.

2. Initial Scoping to Deans Council or Preliminary Level Presentation to Curriculum Review Committee (CRC)

2.1 Preparing the Initial Scoping Submission to Deans Council

Except for College certificate programs, new program proposal ideas are presented at an Initial Scoping meeting of the Deans Council (DC). Ideas for College certificate programs are presented to CRC at the Preliminary Level.

Deans Council is comprised of Deans, Directors and the Vice President from the Academic area. Directors or managers from other areas of the College, such as Information Technology Services, Physical Resources, Marketing & Enrolment, Finance, and the International Education Centre are also invited to the Initial Scoping meeting. The meeting is chaired by the Dean of Academic Development. Deans Council reviews submissions and makes recommendations on the new program proposals to ensure that:

- Smart growth guidelines (as defined by DC) are followed.
- Characteristics of the Algonquin Experience are being considered.
- Resources required for this new program delivery will be available (capital investment and/or space).
- Program development funds are available to support development. (Funds from program development budget cover costs for program proposal development that might involve releasing a faculty member for curriculum development, hiring a consultant, support staff time, printing costs, etc. Note that program development for Part-time Studies and Business Development are funded from within these areas directly.)

Submissions for Initial Scoping require the completion of the New Program Planning Template available under the Key Documents – Templates and Forms link. The completed template must be submitted to the Office of the Dean, Academic Development at least one week prior to the Initial Scoping meeting date. Initial Scoping meetings are typically held twice a year, in mid April and mid October. Other meeting dates may be considered when necessary.

2.2 Preparing the Preliminary Level Submission to CRC

Preliminary Level submission and presentation to CRC are required **only** for College certificate program proposals. Submissions require the completion of the New Program Planning Template available under the Key Documents – Templates and Forms link. To proceed, submit a completed form to the Executive Assistant to the Vice President Academic, a minimum of one-week prior to the scheduled CRC meeting date on which the proposal will be presented. The CRC Meeting Schedule should be reviewed well ahead of time to determine the preferred date to bring the proposal forward. The Faculty/School's CRC representative may be able to assist in completing the template and preparing a presentation.

Curriculum Review Committee information is available from the Academic Development Homepage accessible under the Program Development link. The CRC Meeting Schedule, Committee Membership and Contacts are available from the Program Development link. As well, the College Curriculum Review Committee Sharepoint site may be accessed from the Program Development link or from the CRC link under

Committees on myAlgonquin. The CRC's meeting schedule, minutes of meetings and other related documentation may be viewed on the Committee Sharepoint.

2.3 Presenting to Deans Council or CRC Preliminary Level

Presentation to Deans Council at Initial Scoping or CRC at the Preliminary Level requires that program developers and the Chair, provide a high level overview of the completed New Program Planning Template. Deans Council or CRC members will have the document in hand, and it is expected that they will have reviewed the contents prior to the presentation.

An effective approach is to briefly provide an overview of the following **W5** questions:

- **Who** – To whom will this program be of interest? Are there existing programs at the College with which this program may compete? Are there staff within other areas of the College that need to be consulted in the planning process?
- **What** – What is the general description of the program and what employment opportunities will be available to graduates? In what way will the characteristics of the Algonquin Experience may be incorporated?
- **Why** – Why is this program being considered and are there preliminary indications of student interest or labour market demand?
- **Where** – Where will the program be offered, will existing College resources be suitable for use, or will new infrastructure and/or equipment be required? Are alternative delivery strategies being considered?
- **When** – When will the program be starting, i.e. what is the projected start date for the program?

Following a 5-10 minute presentation, Deans Council or CRC members may have clarification questions to ask, or recommendations to propose to assist in program development. Often, members will be interested to know if there are similar programs in existence, and if so, where they are offered in Ontario and elsewhere in Canada. This is particularly important when establishing a program that already exists as an Ontario college credential offering, for which vocational learning outcomes or a program description may already have been established at the Ministry of Training, Colleges and Universities (MTCU) that will need to be incorporated in the next phase of program development. Recommendations in terms of the proposed program title may also be made, as there are specific guidelines that must be adhered to in relation to titling. Program titling information is provided within the Curriculum Modification Guidelines available under the Key Documents/Supporting Resources link. The MTCU Framework for Programs of Instruction, also available at this link, is a helpful reference when moving forward in program proposal development.

2.4 Incorporating Feedback and Recommendations

Feedback from Deans Council or CRC depends on the nature of the program presented and is specific to the needs in order to advance the development of a particular program.

Following an Initial Scoping presentation, Deans Council holds engages in discussion to determine and prioritize the programs approved to move to the program proposal development phase. The Dean of Academic Development is responsible to advise presenters of outcomes, including the funding allocation if applicable, and to identify a Learning Teaching Services curriculum consultant to work with program developers to move their proposal forward.

In the case of a Preliminary Level presentation to CRC, and following Committee questions, the CRC Chair will ask the Committee for a recommendation for program development approval at the Preliminary Level. Normally, this will be granted, unless during the presentation it is identified that an alternative approach to program development is required. For example, a modification to an existing program must first be considered, or consultation with another department is necessary.

Program developers should recognize that feedback provided is intended to be constructive. Ultimately, CRC's goal is to assist program developers to send forward a program proposal to Deans Council, PEC, the Board of Governors, and then onwards to the Credentials Validation Service (CVS)/MTCU that will present professionally, and include all necessary program proposal components that conform with CVS/Ministry requirements. The intent is to facilitate program approval in as expeditious a manner as possible.

At the conclusion of a Preliminary Level presentation, next steps are provided to give program developers guidance as to how to proceed to the Intermediate Level of development. Additionally, a Learning Teaching Services curriculum consultant will be assigned to assist in program development. The assigned individual will be an excellent resource and guide, throughout the various stages of program development.

The Program Development, Approval and Implementation Overview for Ontario College Credential Programs and/or the CRC Checklists for New Program Approvals for College Certificates or Ontario College Credential Programs, both available under the Key Documents – Supporting Resources link, may also be of assistance in moving forward with program proposal development.

3. PHASE 2 - PROGRAM DEVELOPMENT

The Intermediate and Final Level Guide components are intended to provide guidance in the development process for programs that have received approval to move forward to the program proposal development stage following an Initial Scoping or CRC* Preliminary Level presentation. Guidance on how to proceed for program ideas not yet presented to Deans Council or to the CRC may be found in the *Where to Start* section.

It is important for program developers to understand that many elements of curriculum/program proposal development occur concurrently throughout the Intermediate and Final phases of development. However, there are specific expectations for Intermediate and Final Level presentations to CRC. To obtain direction on proposal requirements that must be completed for Intermediate or Final Level CRC approvals, program developers should consult the: Program Development, Approval and Implementation Overview for Ontario College Credential Programs and the applicable CRC Checklist, either for new program approvals for Ontario college credential programs or college certificates, both available under the Key Documents – Supporting Resources link

* Preliminary Level CRC presentations apply only to program proposals for College certificates. All proposals for Ontario college credentials are vetted by Deans Council at an Initial Scoping presentation, including Ontario college certificates, diplomas, advanced diplomas, graduate certificates, and degrees in areas of applied study.

3.1 Intermediate Level

3.1.1 Establishing a Program Advisory Committee (PAC)

Advisory Committees are formed to assist the Board of Governors in establishing and maintaining programs relevant to the needs of the community served by Algonquin College.

Algonquin College Directive A1, titled Advisory Committees, states that *it is the policy of the Board of Governors of Algonquin College that, in accordance with Regulation 770, the Ministry of Colleges and Universities Act, there shall be an Advisory Committee for each program, or cluster of programs.* These committees represent the pulse of the community and industry in order for the College to provide current and relevant education and training for our students.

All new program proposals must have specific industry feedback regarding the need for the proposed program in the community, and on the proposed program of study and curriculum. Though this requirement is not essential for College certificate programs, it is still recommended where feasible.

There are two main ways of fulfilling this requirement for a proposal:

- If there is an existing Advisory Committee that has the relevant industry expertise for the program being proposed, there is no need to create and assemble a new Advisory Committee.

- If there is no existing Advisory Committee with the relevant industry expertise, an *Ad Hoc* Advisory Committee must be created that is a broad representative of the stakeholders of the new program proposal.

3.1.1.1 How to Establish a PAC

Where can one find Ad Hoc Advisory Committee members?

A minimum of eight and maximum of fifteen people external to the College are required to establish an Ad Hoc Advisory Committee. One can find members with the relevant industry expertise by thinking of who would hire graduates of this proposed program, for example:

- governments
- governmental agencies
- corporations
- businesses
- business association/ chambers of commerce
- community organizations

Why would anyone want to join an Ad Hoc Advisory Committee?

There are several reasons:

- Most people in their chosen industry are passionate about the field and want to give back to their community.
- Field experts want to ensure graduates coming into their industry have the required knowledge and skills.
- Committee members want an inside track on hiring future graduates of the proposed program.
- Committee members report that participation in existing or Ad Hoc Advisory Committees is an excellent opportunity to network with other leaders within their industry.
- It is recognized that being on an Algonquin College program advisory committee is an excellent addition to a résumé.

Okay – what's next?

A meeting of the existing or Ad Hoc Advisory Committee is called, a chair is selected and feedback and support for the new program proposal is solicited by:

- Assessing the industry needs locally and nationally.
- Assessing community needs for the proposed program and identifying where workers currently receive their education and training.
- Asking how many graduates committee members would be able to hire from this program on a yearly basis.
- Asking if field or co-op placement opportunities would be provided.
- If there is sufficient need established by the committee, ask for their input:
 - What are the specific skills students will need upon graduation?
 - Are there any specific provincial and national requirements, where applicable?
 - Once available, propose and review potential vocational learning outcomes and the program of study.
 - Obtain a formal motion of support for the proposed program.

Attendance should be taken and detailed minutes from the meeting(s) produced. Members' contact information and the minutes of meeting(s) are included in the proposal submission as required within Template 1-Full-time Program under the Advisory Committee Membership and Minutes Sections 2.3.1 and 2.3.2. The language for a formal motion of support as indicated in Section 2.3.2 must be presented and included within meeting minutes. Note that for Final Level approval by CRC, the formal motion of support from the advisory committee must be included within meeting minutes.

If subsequent meetings are required and finding a time to physically meet is troublesome, an electronic or "email" meeting is acceptable for documenting a motion of support. In such cases, copies of pertinent email communications must be included in the program proposal submission.

3.1.1.2 Tips for Effective Meetings

- Timing – Determine a suitable time of day for all the members to attend. Breakfast meetings, lunch meetings and late afternoon meetings are most desirable meeting times.
- Provide parking passes – Established Advisory Committee members will already have a parking pass. For Ad Hoc Committees, guest-parking passes can be obtained from one's department.
- Set objectives for the meeting - Before planning the agenda, determine the objective of the meeting. The more concrete the objectives, the more focused an agenda will be.
- Provide an agenda beforehand - The agenda should include a one-sentence description of the meeting objectives, a list of the topics to be covered, identifying the presenters addressing each topic with designated timeframes. The agenda should be followed closely during the meeting.
- Assign meeting preparation – As appropriate, you may wish to assign all participants something to prepare for the meeting. The meeting will take on a new significance and they will be well prepared to provide the information required.
- Watch the clock – Stick to business items and reduce socializing. You want to maximize your committee members' time. Keep your meetings as short as possible particularly for early morning or mid-day meetings.
- Assign action items – If action is required, be sure to finish any discussion in the meeting with a decision regarding how to act on it.
- Examine your meeting process – Before the meeting is adjourned assess the meeting outcomes and make a plan to improve the next meeting.
- Follow-up – Thank the members for taking the time to attend and contribute and ensure follow-up after the meeting.

3.1.2 Initiating the Labour Market /Applicant Demand Analyses

3.1.2.1 Labour Market Analyses

It is important to be able to demonstrate to both the College and the Board of Governors, the approving body for Ontario college credentials, that there is sufficient applicant and employment demand for a program. Without applicants, a program can never be financially viable. Employment demand is of importance for two reasons. The first reason is in recognition of the role of Ontario colleges in preparing graduates for the workplace. If there is no employment for graduates then the value of the program is put in question. The second reason is related to funding. One of the Key Performance Indicators for colleges measured by the province is Graduate Employment. Results on this survey are tied directly to the funding that colleges receive on an annual basis. For these reasons the College asks new programs to demonstrate sufficient applicant and employment demand to justify launching the program.

Therefore, examining the labour market or societal need for the program being proposed is an important step in the development of a new program. The College is currently using the services of external firms to examine the secondary research and data that exists related to a proposed program that leads to an Ontario college credential. A customized report is produced for each program under consideration covering such areas as:

- overall need for the program
- demographic/social/economic considerations
- labour market trends/projections
- remuneration of employees in the field
- educational requirements
- competitive environment
- opportunities/challenges inherent in launching the proposed program
- competitive implications
- any other relevant factors identified during research

The Dean, Academic Development commissions this work following Deans Council Initial Scoping or CRC Preliminary Level approval as appropriate. The consultant makes contact with the program developer either in person or over the phone, at the beginning of the project. Completion of a labour market analysis takes 4-6 weeks from commencing research.

The results of the Labour Market Analysis are used in program development either at the Intermediate or Final phase, depending on the point at which the report is received. Minimally, the executive summary should be included within the Needs Assessment/Demonstrated Labour Market or Societal Need (Section 2.2.1) of the program proposal within Template 1. However, there may be other information from the report that is important to also include. The entire report may be appended to the proposal.

On occasion, the results of a study completed independently may be used, rather than commissioning a new study. If program developers are aware of a completed labour market analysis study related to the program area being developed, it is important to bring this to the attention of the Dean, Academic Development as early in the program development process as possible.

For College certificate programs, program developers may conduct their own surveys, or otherwise provide data to indicate need for the program.

3.1.2.2 Applicant Demand Analysis

Applicant demand may be assessed in numerous ways and similar to the labour market analysis usually begins at the Intermediate Phase, with data incorporation and presentation at the Final Level CRC presentation. If sufficient information is available, this process may begin at the Initial Scoping or Preliminary Level.

Applicant demand may be assessed by:

- OCAS (Ontario Colleges Application Services – ontariocolleges.ca) data mining. The Office of Academic Development requests an analysis of applicant demand for existing or like programs offered in Ontario. The analysis is conducted by the Manager, Institutional Research and Planning.
- Program developers' assessment of interest based on industry reports or prospective student inquiries.
- Feeder program surveys where applicable. This applies to instances where laddering opportunities will be presented by the addition of a new program. Existing students in pertinent programs are surveyed as to their interest in undertaking the proposed program.
- Other relevant sources, e.g., professional associations, industry surveys etc.

3.1.3 Curriculum Development

When submitting a program proposal for Intermediate Level CRC approval, it is not expected that the whole curriculum will be developed. At the Intermediate Level approval phase, the proposal should demonstrate a clear picture of the credential that graduates of the program are expected to receive, a preliminary idea of what it's expected graduates will be able to demonstrate with draft vocational learning outcomes, and a general sense of the courses required in the program of study to enable the learners to achieve this learning.

For curriculum guidance the Faculty/School CRC representative may be contacted for assistance. A CRC Committee Membership link is accessible from the Program Development Link on the Academic Development Homepage. Experts in designing curriculum are also available in Learning Teaching Services. Following receiving approval to proceed to program proposal development, either after an Initial Scoping or a CRC Preliminary Level presentation, a curriculum consultant will be identified to assist in program proposal development. It is essential that program developers work closely with the curriculum consultant to facilitate program development and completion of all necessary template

components required for Intermediate and Final Level CRC approvals. The CRC Chair provides the assigned curriculum consultant's contact information.

Program developers should select, review and begin to complete the pertinent new program proposal template, although it is important to recognize that at the Intermediate Level, not all areas need be completed. The templates are available under the Key Documents – Templates and Forms link within Proposal Template Options.

3.1.3.1 Choosing the Appropriate Template

To develop...	Choose...
A program leading to an Ontario college credential <ul style="list-style-type: none"> ▪ Ontario College Certificate ▪ Ontario College Diploma ▪ Ontario College Advanced Diploma ▪ Ontario College Graduate Certificate 	Template 1 - Full-time Program
A program that is <ul style="list-style-type: none"> ▪ College approved. Graduates receive a certificate from Algonquin but do not receive an Ontario college credential. Many programs in the School of Part-time Studies are in this group. ▪ Customized. That is, developed in response to a specific contract or arrangement with a particular employer. 	Template 2 - College Certificate
A program that is being modified from an existing program offering. This includes modifications to the program title, vocational learning outcomes, program of study, and/or program duration.	Template 3 - Program Modification
A program that leads to a bachelor's degree in an area of applied study.	Template 4 - Degree Program

At the Intermediate Level, you will need to show the following curriculum components in your template:

- the credential that you are expecting graduates to receive
- the admission requirements for your program
- a first draft of the program description
- a copy of the provincial program outcomes if they exist or an initial draft of the program learning outcomes (vocational learning outcomes and essential employability skills (if applicable)
- a draft of the program of study including the mode of delivery
- a draft of the course descriptions for courses in your program of study (including general education courses if applicable)
- a demonstrated labour market or societal needs (if available)
- applicant demand (if available)
- indication of any accreditation, certification or licensing requirements
- characteristics of the Algonquin Experience

New Program Proposal Checklists (Ontario College Credential Program/College Certificate Program) are available to ensure that you have included the requirements for submitting the proposal for Intermediate Level approval. These checklists are available under the Key Documents – Supporting Resources link. The Program Development, Approval and Implementation Overview for Ontario College Credential Programs may also be of assistance, available from the same link.

3.1.3.2 Confirming the Program Title

Following discussions that typically include insight from the Advisory Committee regarding the proposed title, program developers may find that the title originally thought to be appropriate needs to be reviewed. When submitting the program proposal at the Intermediate Level, the program title can be confirmed, or changes may still be under consideration. The following guidelines are important to consider when naming a program.

- If the same (or substantially the same) program exists at another Ontario college, the same program title must be used.
- When choosing the title for a new program, the title should not refer to a particular job title—rather it should describe the discipline or occupational area. For example, Zoo Management would be acceptable; Zoo Manager would not be acceptable.
- Do not include the name of the credential or the delivery mode in the title. For example, Diploma Zoo Management Program should simply be Zoo Management.
- Be careful not to choose the name of a program for which another program already exists at the College.

The program title is entered on the Application for Program Validation within Template 1, as well as on the cover page for all new program proposals. Additional titling information is detailed within the Curriculum Modification Guidelines available under the Key Documents Supporting Resources link.

3.1.3.3 Confirming the Credential Level

Program developers will want to refer to the Framework for Programs of Instruction, commonly referred to as the Credentials Framework to ensure that the correct credential for the program has been targeted. The Credentials Framework is a helpful tool that describes the breadth, depth and complexity of learning that is expected of graduates who receive credentials from Ontario colleges. Program developers should check that the expectations of graduates from the program under development match the description of learning for the credential that is expected to be awarded at the end of the program. Note that there are “typical” hour ranges identified for each credential within the Credentials Framework. When the program is sent to have the credential validated by the staff at the Credentials Validation Service, they will be checking to see that the program’s vocational learning outcomes reflect the kind of learning that is described in the framework. They will also be looking to see that the program of study has been designed such that it helps learners to achieve these outcomes.

Within Template 1, the proposed credential is noted on the first page of Appendix A - Application for Program Validation, and where indicated within other templates.

3.1.3.4 Writing the Program Description

In reality, the program description will probably be refined throughout the time that the program is developed. This is because the program description provides an overview of the program, including a rationale for the program, key learning and graduate abilities, as well as occupational areas for which the program is preparing graduates. The final draft may not be reached until the program is nearing completion. Regardless, when submitting the program for Intermediate Level approval, a draft of the program description must be included.

The program description should be two or three paragraphs and should provide the reader with an overview of the program. It may be the first information that potential students see about a program, so it should be positive and easily understood. The final program description is used in all relevant publications.

Include the following information in the program description:

- The duration of the program.
- The credential to be granted.
- The rationale for the program.
- The focus of the learning in the program.
- An overview of key learning and abilities that graduates will have developed.
- The employment opportunities for graduates.
- Any key distinguishing attributes of the program.
- Success factors should be noted below the program description.

Some editorial tips to use when writing a program description:

- Use present tense and active voice. Do not use “will”.
- Use simple sentence structure and concise language.
- Use inclusive, gender neutral language.
- Avoid including information that can be quickly dated. Program hours, delivery modes* and other similar information can be found elsewhere and should not be included in the program description.

****Note** that fully online or primarily online program delivery should be mentioned in the program description. For example: This online one-year Ontario College Graduate Certificate ...*

Use lay terms that are understood by potential students. When writing the program description, consult the editorial guidelines and standards from the *Data Entry Guidelines for Genesis and Copywriting Guidelines: Full-time Monographs and Calendar Program Pages* or the *Data Entry Guidelines for Genesis and Copywriting Guidelines: Part-time Monographs and onCourse*. Both of these documents are available under the Key Documents - Supporting Resources link.

An example of a program description:

Zoo Management

This one-year Ontario College Certificate program prepares graduates for entry into the segment of the entertainment industry that provides the general public with educational opportunities to experience animals of various kinds in as close to their natural habitat as possible.

CONTEXT

- *Set the stage*
- *A little pitch*
- *Some definition of terms, as required.*

Using a dual-stream approach, this unique program allows students to explore both management concepts and fundamental concepts of animal care and maintenance at the same time. Students develop a sense of sustainability in its most inclusive terms possible as they are encouraged to draw connections between all aspects of the functional and successful zoo or theme park.

KNOWLEDGE, SKILLS, AND ATTITUDES

- *From a holistic point of view, what is the substance of the new skill set?*
- *What will graduates be able to do?*

Supplemented with additional knowledge and skills in health and safety and security, graduates may seek employment as project leaders, team leaders, supervisors and junior managers across the full spectrum of animal-related theme parks. For small and medium-sized parks, graduates are positioned to work as exhibit officers, interpreters, and assistant curators.

EMPLOYMENT OPPORTUNITIES

- *In broad terms, where can graduates expect to find jobs?*
- *What are some of the job titles?*

Success Factors

This program is well-suited for students who:

- Enjoy working with people.
- Have strong observational and analytical skills.
- Enjoy working as a member of a team.
- Have strong language (oral and written) skills.
- Are self-reliant and enjoy challenges.

SUCCESS FACTORS

- *Indicate the key characteristics or attributes students require to succeed in the program.*

This is a physically demanding profession. Individuals entering this field must be able to undertake heavy lifting and have the ability to move quickly for safety purposes.

The program description is entered where identified in Appendix A - Application for Program Validation within Template 1 and where indicated within other templates.

3.1.3.5 Identifying the Admission Requirements

Both the *College Eligibility* requirements, if applicable, (standard wording applies here for most programs) and the *Program Eligibility* must be identified. When considering program specific admission requirements,

the knowledge and skills beyond that expected for College eligibility that are essential for success in the program are noted. When identifying program admission requirements, consideration should be given to how the presence of the indicated attributes or achievements will be fairly assessed.

This chart will serve as a guide for identifying admission requirements.

<p>Ontario College Diploma</p> <p>Ontario College Advanced Diploma</p>	<p><i>College Eligibility</i></p> <ul style="list-style-type: none"> - Ontario Secondary School Diploma (OSSD), or equivalent. Applicants with senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR - Academic and Career Entrance Certificate; OR - General Equivalency Diploma; OR - Mature Student status (19 years of age or older and without a high school diploma at the start of the program). <p><i>Program Eligibility</i></p> <ul style="list-style-type: none"> - English, Grade 12 (ENG4C or equivalent is required). - Any further program specific requirements should be added here, e.g., Police Records Check, Immunizations, First Aid, CPR etc..
<p>Ontario College Graduate Certificate</p>	<p><i>College Eligibility</i></p> <ul style="list-style-type: none"> - Not required for this program category. <p><i>Program Eligibility</i></p> <ul style="list-style-type: none"> - A two-year community college diploma (minimum) or - Any further program specific requirements should be added here e.g., Police Records Check, Immunizations, First Aid, CPR etc..
<p>Ontario College Certificate</p>	<p><i>College Eligibility</i></p> <ul style="list-style-type: none"> - Ontario Secondary School Diploma (OSSD), or equivalent. Applicants with senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR - Academic and Career Entrance Certificate; OR - General Equivalency Diploma; OR - Mature Student status (19 years of age or older and without a high school diploma at the start of the program). <p><i>Program Eligibility</i></p> <ul style="list-style-type: none"> - Any further program specific requirements should be added here, e.g., Police Records Check, Immunizations, First Aid, CPR etc..
<p>College Approved Program</p>	<p><i>College Eligibility</i></p> <ul style="list-style-type: none"> - Ontario Secondary School Diploma (OSSD), or equivalent; OR - Mature Student status (19 years or age or older, and without an OSSD). <p><i>Program Eligibility</i></p> <ul style="list-style-type: none"> - Any further program specific requirements should be added here, e.g., Police Records Check, Immunizations, First Aid, CPR etc..

The admission requirements are identified in the space indicated in the last section of Appendix A - Application for Program Validation within Template 1 and where indicated in other templates. Program eligibility requirements should be reviewed and validated with the Associate Registrar to confirm appropriate wording for publications and plan how students will be assessed, if applicable.

3.1.3.6 Narrative Information

In order to expedite the publication process so as to ensure timely marketing of new program proposals subsequent to Board of Governor approval, narrative information needs to be completed for the Final Level submission. Therefore, at the Intermediate Level, consideration should be given to the narrative information required, however, this content need only be included and finalized for the Final Level CRC submission, where indicated within the applicable template.

Note that the definitions and examples provided are not exclusive and program/departmental specifics will need to be reflected as appropriate.

Expenses

To include:

- The approximate cost of books and supplies.
- Tests/exams for registration or for certification bodies.
- Placement expenses such as travel.

Note: Expenses do not include Incidental Fees.*

Definition: Tuition fee revenues are understood to support the general costs of program delivery (in-class and field placement) as well as the general operating costs of college administration and capital expenditures. Incidental fees are linked to individual courses and are non-tuition related in nature. Examples of course-related incidental fees include CD's and DVD's used in specific courses and retained by the student, supplies for arts and crafts that are retained by the student, tools for use in specific courses (e.g., dental tools, screw drivers for computer systems technicians) that are retained by the student. Consumable supplies (e.g., hairspray, gas for welding) are considered tuition related and are not to be considered as an incidental fee.

* Incidental Fees appear separate to Tuition Fees and are distinguished from other expenses noted within the Fees and Expenses section of Monographs/Brochures.

Employment Opportunities

To include:

- Information related to Employment Opportunities currently under Program Descriptions or Additional Information is to be included in this section for consistency purposes.
- Use of "may", e.g., students may find employment in and name of industry or public and private sectors instead of "will".
- As per the revised Minister's Binding Policy Directive Re: Advertising and Marketing (Section I, (July 31, 2009) – information on any accreditation/certification/licensing requirements that must

be attained so that the student may practise in the field must be included. For example, “to practise in the field you need to write or complete the following exam ...”.

- Identify areas or specific job titles (dependent upon the field of work) that the student may find employment in.
- All information pertaining to employment opportunities needs to be transparent and accurate.

Additional Information

To include:

- Contact information, e.g., name of program coordinator and their contact information.
- Location of program if offered at more than one campus or off-site, e.g., ‘This program is offered at the Woodroffe, Pembroke and Perth campuses.’
- If there is one or more offering such as Full-time or Part-time, e.g., ‘This program has flexible delivery options.’
- All relevant information that is not outlined anywhere else in the narrative information

3.1.3.7 Drafting the Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the breadth, depth and complexity of knowledge articulated within the Framework for Programs of Instruction (Credentials Framework) for the proposed credential. Where the proposed program has a provincial program standard, the vocational learning outcomes described by the provincial program standard must be met. When the proposed program vocational learning outcomes vary from the provincial program standard, the proposed vocational outcomes must meet or exceed the provincial program standard’s vocational learning outcomes. Where no provincial program standard exists, the proposed vocational learning outcomes must meet or exceed the program goals for similar Ministry of Training, Colleges and Universities (MTCU) approved programs. The vocational learning outcomes information is entered into Appendix A – Form 1 – Vocational Program Comparison Chart in the new Full-time Program Proposal Template 1 or where indicated within other templates.

3.1.3.8 Identifying the Essential Employability Skills Learning Outcomes

For programs leading to an Ontario College Certificate, Diploma or Advanced Diploma, the Essential Employability Skills (EES) Outcomes are the second component of the program learning outcomes. It is assumed that students entering an Ontario College Graduate Certificate program have achieved the EES learning outcomes in the diploma or degree program that they have already completed.

There are 11 essential employability skills learning outcomes that need to be demonstrated by graduates of programs leading to an Ontario college credential. They are listed here.

Graduates will have reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems..
7. Analyze, evaluate and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

At Algonquin, performance indicators have been identified that illustrate how these learning outcomes will be demonstrated differently by graduates who have earned different credentials. Program developers are to refer to the [EES website](#) to find more information about these essential employability skills and for the names of EES resource people available in each School to help integrate EES into a new program. You will find the website at: <http://www.algonquincollege.com/ees/> or alternatively under the Additional Resources link of the Program Development Guide.

3.1.3.9 Identifying the Program of Study

Once the draft program description and program outcomes are written, program developers begin to articulate the program of study (POS). The program of study is the group of courses that together comprise the learning experiences that, once successfully completed, lead students to the demonstration of the program learning outcomes and the awarding of the program credential.

Faculty content experts are to consult with specialists in the field, employers, program graduates, and accrediting and professional bodies to identify key concepts, knowledge and skills related to the specific field of study and essential to the performance of the occupational roles that are expected of graduates. Program Advisory Committees (PAC) are key participants in this process.

Next, these key concepts, knowledge and skills are clustered into courses and sequenced to provide optimal learning opportunities. Draft course titles and course descriptions are written (see Writing Course Descriptions). Key decisions are made related to the leveling of courses, course hours, course instruction mode (e.g., traditional face-to-face, online and hybrid) and instructional settings for each course (e.g., classroom,

clinical, laboratory, field placement, co-op), as defined within the *Glossary of Terms Program and Course Nomenclature* available from the Glossary link.

The program developer, in consultation with the curriculum consultant, applies curriculum design principles including coherence, sequence, continuity, and integration, to ensure that the developed courses are clearly aligned to the program learning outcomes. Additionally, the developed program of study must meet the requirements of the MTCU Framework for Programs of Instruction (Credentials Framework) and Algonquin College policies related to program development. For example, all new programs must deliver a minimum of twenty percent of program hours online (including hybrid and fully online delivery).

The program of study information is entered into Section 2.2.2, the Program of Study Table in Template 1 or where indicated in other templates, and required for the Intermediate Level approval by CRC.

3.1.3.10 Writing Course Descriptions

In the same way that the program description is likely to change as the program develops, so too as the courses are developed in more detail, your course descriptions may change. However, preliminary drafts of the course descriptions need to be submitted when your new program proposal is reviewed by the Curriculum Review Committee at the Intermediate Level. Here are some guidelines for writing course descriptions.

According to Directive E33-Course Outlines, Section 2.2, the course description is depicted as follows:

This will be the same as the calendar description or Part-time Studies Monograph. It will outline the general aims of the course and provide both an overview of topics to be addressed and the teaching-learning activities planned.

The one-paragraph course description orients students to the course. It includes the following:

- The general purpose/rationale for the course.
- The type of course (e.g., lab, theory, survey, etc.) where relevant.
- An overview of the key knowledge and skills to be learned.
- An overview of the major learning experiences planned.

Guidelines for writing the course description:

- Use present tense and active voice.
- Use simple sentence structure and concise language.
- Use gender neutral language. Plurals will help.
- Use lay terms that will be understood by potential students and novice learners. Where possible avoid the use of technical terms and acronyms.
- Write from the learner's perspective.

- Ensure that information is current, e.g., length of field placement. If possible, avoid including information that is likely to change with each offering.
- Avoid the use of course names and numbers. This information is provided elsewhere.
- Avoid identifying the level in which the course is offered. Again, this information is found in the program of study.
- For consistency, the College uses British (rather than American) spelling.

The course description will often be the first piece of information that PLAR candidates consult when considering their eligibility for prior learning assessment and recognition. Therefore, the description should be written with the student reader in mind.

Course description writers are to consult the editorial guidelines and standards from the Data Entry Guidelines for Genesis and Copywriting Guidelines: Full-time Monographs and Calendar Program Pages or the Data Entry Guidelines for Genesis and Copywriting Guidelines: Part-time Monographs and onCourse. Both of these documents are available under the Key Documents Supporting Resources link.

An example of a course description:

ZOO2000 Animal Husbandry 1 45 hours
 Animals held in captivity depend on caregivers to meet basic needs and remain healthy. Students learn important principles and concepts that are essential for ensuring the proper care and maintenance of animals being held in captivity. Case studies, in-class discussions and learning activities focus on the needs of land-based animals. Special attention is paid to the nutritional requirements of ruminants and the social interactions of herd and pack animals.

The course description is entered in two areas of Template 1, including Appendix B - Program Curriculum of the Application for Program Validation form and in Section 2.1.2 of the College Documentation section. When entering the course descriptions in the College Documentation section, the course hours should appear beside the course name. It is not necessary to include the hours in the Program Validation form. ***For the Intermediate Level submission it is only necessary to include the course descriptions in one of the two sections.*** Enter the course descriptions where indicated in other templates.

3.1.3.11 Writing Course Learning Requirements

Course Learning Requirements (CLRs) articulate the expected learning in each course in the program of study. The CLRs describe learning that integrates knowledge, skills and attitudes that learners must successfully demonstrate and have verified in order to receive credit for the course. Additionally, CLRs must be aligned to vocational program outcomes, essential employability skills and/or general education

themes. The following list describes the characteristics of robust CLRs. Course Learning Requirements:

- describe essential, durable, meaningful, and significant learning
- are clearly stated and realistic
- are performance based and start with active verbs
- use and apply integrated learning
- describe the results of learning at the end of the learning processes in the course
- are transferable to a variety of work and/or life contexts
- are verifiable through a variety of assessment techniques
- support one or more program outcomes

The final course descriptions and course learning requirements are entered into Section 2.1.2 of the College Documentation section in Template 1 and where indicated in other templates.

Course learning requirements are not required for Intermediate Level approval by the Curriculum Review Committee.

Program developers should ensure that feedback from the Intermediate Level CRC review is incorporated into the final course descriptions. The CLRs and the course descriptions must be identical in Appendix B - Program Curriculum of the Application for Program Validation form and in Section 2.1.2 of the College Documentation area of Template 1. Similarly, the CLRs and course descriptions must be consistently presented, where applicable, within other templates.

3.1.3.12 Program Curriculum Mapping

Program curriculum maps provide an overview of the program and its component courses. Curriculum maps are developed to show the contribution and alignment of program courses to the program vocational learning outcomes, essential employability skills, and general education requirements. Program developers determine if a program outcome is taught or assessed, and whether or not there is a culminating performance or demonstration of the outcome in each course in the program of study. Although draft curriculum mapping can be completed at the intermediate phase of curriculum development, curriculum mapping is typically completed for final program development following the development of final course descriptions and course learning requirements. Curriculum mapping is not required for Intermediate Level CRC approval.

The program curriculum mapping information is entered into Appendix C - Program Maps in Template 1 and where indicated in other applicable templates. Completed Program Curriculum maps are required for Final Level approval by CRC.

3.1.3.13 Regulatory Status Form

For Ontario college credential programs, Appendix D – Regulatory Status Form within Template 1 must be completed for Final Level CRC approval. At the Intermediate Level Phase, program developers need to assess whether the proposed program involves Mandatory Regulatory

Requirements or Voluntary Requirements. It is then possible to begin working towards completing the form and obtaining supporting documentation required for Final Level approval.

The Curriculum Administrator may be contacted for guidance, if the distinction between mandatory and voluntary is unclear. Formal documentation to support any published information regarding accreditation/certification/licensing requirements relating to the proposed program, will need to be included with the Final Level program proposal. This documentation will be forwarded to the CVS with the Application for Program Validation.

3.1.4 Submitting and Presenting to CRC at the Intermediate Level

Intermediate Level submissions/presentations to CRC are required of all program proposals. Submissions require the completion of the appropriate template selected under the Key Documents – Templates and Forms link. New Program Proposal Checklists (Ontario College Credential Program/College Certificate Program) are available to ensure that you have included the sections necessary for submitting the proposal for Intermediate Level approval. These checklists are available under the Key Documents – Supporting Resources link. The Program Development, Approval and Implementation Overview for Ontario College Credential Programs, may also be of assistance, available at this same link.

The curriculum consultant assigned to the program development will be able to determine the program proposal's readiness for a CRC Intermediate Level presentation. Program developers must have their proposal reviewed by their assigned curriculum consultant and incorporate feedback and guidance, as appropriate, into the document prior to presenting the proposal to CRC.

Once consultation with the curriculum consultant confirms readiness to proceed to an Intermediate Level CRC presentation, the appropriate template with the required components completed is to be submitted to the Executive Assistant to the Vice President Academic, a minimum of one-week prior to the scheduled CRC meeting date on which the proposal will be presented. The CRC Meeting Schedule should be reviewed well ahead of time to determine the preferred date to bring the proposal forward for an Intermediate Level review.

The Faculty/School CRC representative and the curriculum consultant are able to guide developers in completing the template and in preparing for an Intermediate Level presentation. The presentation to CRC will require that the chair and program developers provide a high level overview of the development undertaken to date in ~10-15 minutes. CRC members will have received and revised the program proposal prior to the meeting. Following the presentation by program developers, CRC members have an opportunity to ask questions or seek clarification throughout a systematic review of the proposal submission, which typically takes an additional 15 minutes, depending on the complexity of the proposal.

3.1.5 Incorporating Feedback and Recommendations

Feedback from CRC members depends on the nature of the program presented and is intended to advance the development of the program.

Following an Intermediate Level presentation, program developers can generally expect to receive verbal direction on:

- specific action items to address to proceed with completion of the program proposal for a Final Level presentation; a summary of the action items will be forwarded to the Chair and program developer within 1 week of the CRC presentation.
- the overall program of study, including the alignment with CVS and College requirements relating to titling, program duration, leveling of vocational outcomes, hybrid delivery, and the Algonquin Experience.
- the need for ongoing consultation with the curriculum consultant to address further curriculum development or refinement of the proposal.
- minor editorial notations to address (provided in writing).
- next steps relating to facilities/technology/resource requirements including the facilities assessment, cash flow analysis, applicant demand analysis, PAC motion of support, etc.

At the conclusion of an Intermediate Level presentation, and following Committee questions, the CRC Chair will ask the Committee for a recommendation for approval at the level deemed appropriate based on the presentation and status of the program proposal development. Typically, the approval sought will be at the Intermediate Level, unless during the presentation it is identified that required elements for Intermediate Level approval are not sufficiently developed, such that the recommendation necessitates that the designation of Preliminary Level approval remain. Alternatively, in exceptional circumstances, the program developers may have advanced the proposal beyond the Intermediate Level requirements, to justify consideration for Final Level approval.

Program developers should recognize that feedback provided is intended to be constructive. Ultimately, CRC's goal is to assist program developers to send forward a program proposal to Deans Council, PEC, the Board of Governors, and then onwards to the Credentials Validation Service/MTCU that will present professionally and include all necessary program proposal components that conform with college CVS/Ministry requirements. The intent is to facilitate program approval in as expeditious a manner as possible. Additionally, program proposal developers benefit from the individual expertise of CRC members and the many sets of eyes reviewing the proposal.

3.1.6 Planning for Program Delivery

Throughout the program proposal development and approval processes, program delivery expectations and associated planning must remain at the forefront. This planning is necessary to ensure that the program delivery will not lead to unforeseen facility or resource needs. If it is anticipated that existing space and resources will be utilized, the facilities/technology/resource assessments will require thorough analysis of the current and added space/technology/equipment utilization needs for delivery of the proposed program.

Likewise, program delivery scheduling must be well planned. If an online program is being proposed with a residency component, a planning exercise must be undertaken that outlines the full delivery schedule including residency

periods. Any residency or non-traditional delivery requirements need to be clearly articulated in program publications.

3.2 Final Level

3.2.1 Completing Curriculum Development

- Confirm or revise components arising from action points identified by CRC members following the Intermediate Level presentation.
- Develop the course learning requirements.
- Complete the curriculum mapping.
- Identify the fieldwork resources.
- Identify any other resources needed for curriculum delivery.

3.2.2 Applicant and Employment Demand

Formal applicant and employment demand analyses are required for all Ontario college credential programs. Results of the labour market and applicant demand analyses are included in the final program proposal within Template 1, or where otherwise indicated, if applicable, in other templates. Minimally, the executive summary of the labour market analysis should be included within the Needs Assessment/Demonstrated Labour Market or Societal Need (Section 2.2.1) of the program proposal. There may be other information from the report that is also important to highlight. Another option is to append the entire report to the proposal.

ontariocolleges.ca (OCAS) data mining and other applicant demand survey results must also be included, along with a brief narrative summary of these findings within Section 2.2.2 - Applicant Demand of Template 1.

3.2.3 Advisory Committee Approval of Curriculum

For all Ontario college credential programs there are specific requirements related to the advisory committee that must be included in a Final Level program proposal. For College certificates these are desirable though not essential. The requirements are noted within Section 2.3 of Template 1 and include:

- a membership list that indicates each member's name, occupation and/or employer, and contact information
- insertion of any relevant Advisory Committee meeting minutes
- inclusion of a recent formal motion of support using the following language in Template 1 – Section 2.3
 - *RESOLUTION:*
MOVED and SECONDED: name and name <note: these should not be college employees> that the xxxxx Advisory Committee has reviewed the curriculum as presented for the <the program name and credential>, supports the need for this program in the community, and recommends this program for approval to the President's Executive Committee and to the Board of Governors.

3.2.4 Facilities/Technology/Resource Requirements Analyses

These steps in the program development process should be initiated as soon as possible after Intermediate Level CRC approval. They should occur concurrently

with final program proposal development and reflected within the Final Level submission in Section 2.4 of Template 1 for Ontario college credential programs and where indicated, if applicable, within other templates.

3.2.4.1 Facilities Requirement Analysis

The Office of Academic Development will initiate contact with the Facilities Planning Specialist and/or designate, to schedule a meeting with the Department Chair/Manager and the program developer. The space requirements for the proposed program will be reviewed in detail in order to:

- ensure that any space needs can be accommodated.
- record these in the College space requirements for the upcoming academic years.
- identify any renovation or new build requirements that the program may have.
- ensure that space needs identified by the program are brought to the attention of the College Space and Infrastructure Committee (CSIC).

3.2.4.2 Technology Analysis

Consideration must be given to any instructional or infrastructure technology requirements. If the program is intending to use mobile learning strategies, these must be identified. Similarly, any specialized software requirements must be noted.

3.2.4.3 Learning Resource Requirements

A discussion with a College librarian is to take place to identify start-up and possible resource material requirements. These are to be noted within Section 2.4 of Template 1 for all Ontario college credential programs and where indicated, if applicable, within other templates.

3.2.4.4 Cash Flow Analysis and Five Year Equipment Requirement Projections

The Department Chair/Manager, the program developer, and the school budget officer are to prepare these documents. These templates are available under the Key Documents Templates and Forms link, under Cash Flow and the New Program Equipment Furniture Requirements. The Executive Director, Academic Operations and Planning (AOP), will provide assistance in completion of these documents.

Guidelines for Cash Flow Analysis spreadsheet:

- Enrolment is measured by term rather than by year.
- Enrolment is at audit date for each term (November 1; March 1, June 30) rather than the start of the term.
- Staffing is to cover all courses in the program including service courses.
- Full-time faculty expense is to be projected in the second year of the program to ensure that this expense can be covered by the program; 8/12 of the salary at Step 10 in this year and then increases based on both Step and inflation thereafter.
- It is highly recommended that new programs be contributing to overhead at 35% once the full grant is attributed to the program in

order to be sure that future salary increases, depreciation and space costs can be covered on an ongoing basis.

- Equipment expenses are to be transferred from the Five-year Equipment Projection spreadsheet.
- Capital costs and renovation expenses are to be based on Physical Resources estimates.

Once completed these documents are to be submitted to the Executive Director, AOP for review and approval.

This document, once finalized is presented to the President's Executive Committee and to the Board of Governors for approval.

3.2.5 Completing Documents for CRC Submission

All sections of the program proposal template should be completed when submitting/presenting for CRC Final Level approval.

Recommendations for final review prior to submission:

- It is essential that program developers meet with the curriculum consultant to review the final curriculum and overall program proposal.
- A cross reference within the document should be done to ensure that items that are repeated in the document are noted the same in all places, e.g., program outcomes, course descriptions, course hours, and course numbers.
- Course numbers should be assigned to courses based on subject area codes. The Curriculum Administrator should be contacted for guidance.
- New courses must be created and entered in GeneSIS.
- Course descriptions in the final proposal should be identical to the course descriptions entered into GeneSIS.
- Ensure that minutes of advisory committee meetings demonstrating support for the program, including a motion for approval of the final program proposal as it is to be presented to CRC are included.
- Ensure that the Regulatory Status Form is complete and documentation to support any accreditation/certification/licensing requirements provided.
- Documentation of labour market analysis, and applicant and employment demand is to be included; information from the executive summaries from the consultant's report plus additional relevant information are sufficient, though the entire report may be appended to the template submission.

3.2.6 Submitting and Presenting to CRC at the Final Level

Final Level submissions/presentations to CRC are required of all program proposals. Submissions require the completion of the appropriate template selected under the Key Documents – Templates and Forms link. New Program Proposal Checklists (Ontario College Credential Program/College Certificate Program) are available to ensure that you have completed the components necessary for submitting the proposal for consideration for Final Level Approval. These checklists are available under the Key Documents – Supporting Resources link. The Program Development, Approval and Implementation Overview for Ontario College Credential Programs may also be of assistance, available at this same link. The curriculum consultant assigned to the program development will be able to determine the program proposal's readiness for a

CRC Final Level presentation. Program developers must have their proposal reviewed by their assigned curriculum consultant and incorporate feedback or guidance, as appropriate, into the document prior to presenting the proposal to CRC.

Once consultation with the curriculum consultant confirms readiness to proceed to a Final Level CRC presentation, the appropriate template with all required components completed are to be submitted to the Executive Assistant to the Vice President Academic, a minimum of one-week prior to the scheduled CRC meeting date on which the proposal is to be presented. The CRC Meeting Schedule should be reviewed well ahead of time to determine the preferred date to bring the proposal forward for a Final Level review.

The Faculty/School CRC representative and the curriculum consultant are able to guide developers in completing the template and in preparing for a Final Level presentation. The presentation to CRC will require that program developers provide a high level overview of the development undertaken since the Intermediate Level presentation in ~ 5-10 minutes. A good approach is to highlight how each of the action items identified at the Intermediate Level presentation have since been addressed, and the further development that has occurred. CRC members will have received a copy of the Final Level program proposal and will have reviewed it prior to the meeting. Following the presentation by program developers, the CRC Chair will provide Committee members an opportunity to ask questions or seek clarification throughout a systematic review of the proposal submission which typically takes an additional 10-15 minutes, depending on the nature of the proposal.

3.2.7 Incorporating Feedback and Recommendations

Feedback from CRC members depends on the nature of the program presented and is specific to the needs to advance the development of a particular program.

Following a Final Level presentation, program developers can generally expect to receive verbal direction on:

- specific action items to address to complete the program proposal for Final Level approval; following the CRC meeting, a list of action items will be forwarded to the Chair and program developers usually within 1 week of the CRC presentation.
- forwarding the revised final program proposal to the Curriculum Administrator for review and approval.
- minor editorial notations to address (provided in writing).
- ensuring that any edits are also reflected on GeneSIS.
- next steps relating to upcoming timelines and requirements for the preparation and presentation of Briefing Notes to the Deans Council, President's Executive Committee and the Board of Governors.

At the conclusion of a Final Level presentation, and following Committee questions, the Chair will ask the CRC Committee for a recommendation for program development approval at the level deemed appropriate based on the presentation and status of the program proposal development. Typically, the approval granted will be at the Final Level, pending completion of action items, unless during the presentation it is identified required elements for Final Level

approval are not sufficiently developed such that the recommendation necessitates that the designation of Intermediate Level approval remain.

Program developers should recognize that feedback provided is intended to be constructive. Ultimately, CRC's goal is to assist program developers to send forward a program proposal to Deans Council, PEC, the Board of Governors, and then onwards to the Credentials Validation Service/MTCU that will present professionally and include all necessary program proposal components that conform with college CVS/Ministry requirements. The intent is to facilitate program approval in as expeditious a manner as possible.

3.2.8 Future Program Modifications

For guidance on a required program modification, refer to the Curriculum Modifications Guidelines and Template 3 - Program Modification, available under the Key Documents - Templates and Forms/Supporting Resources links. Note that program modifications include changes to a program title, vocational learning outcomes, and/or significant changes to the overall program of study or program duration.

4. PHASE 3 - APPROVAL PROCESS

4.1 College Approval Process

4.1.1 Submitting/Presenting to Deans Council (DC)

Deans Council approval is the next step in the approval process after Final Level approval by CRC.

Requirements to proceed to Deans Council:

- finalized program proposal (based on input from CRC and a review of the final revised proposal by the Curriculum Administrator)
- cash flow analysis approved by Executive Director, Academic Operations and Planning
- five year equipment requirements completed
- facilities assessment completed by Physical Resources
 - Cost of renovations or special purpose facilities, as well as the source of funding determined
- completed DC, PEC/BoG Briefing Notes
 - Template and examples available from Executive Assistant to the VPA
- Submission of DC/PEC/BoG Briefing Notes to the Executive Assistant to the VPA the Wednesday prior to the Deans Council meeting; refer to the Program Proposal Timelines available from the Academic Development Homepage accessible from the Program Development link
- Dean presents the program to Deans Council
 - Brief high level overview of the program highlighting the credential, delivery mode, space and infrastructure requirements, and staffing plan (approx. 5 min.)
- Deans Council members will ask questions for clarification
- Deans Council will approve the program to proceed to PEC, or not; revisions to the Briefing Notes may be required

Approval by the Presidents Executive Committee (PEC) is the next step in the approval process.

4.1.2 Submitting to the President's Executive Committee (PEC)

Requirements to proceed to PEC:

- revisions to PEC/BoG Briefing Notes based on input from Deans Council
- submission of Briefing Notes to President's Office by the Friday before the PEC presentation; refer to the Program Proposal Timelines available from the Academic Development Homepage accessible from the Program Development link

4.1.3 Presenting to the President's Executive Committee (PEC)

- Dean presents program to PEC
 - brief high level overview of the program highlighting the credential, delivery mode, space and infrastructure requirements, and staffing plan (approx. 5 min.); this is essentially the same presentation made to Deans Council

- Dean, Academic Development and Director, Academic Operations provide support at PEC as required
- PEC members may ask questions for clarification
- PEC will approve the program to proceed to the Board, or not; revisions to the Briefing Notes may be required

Approval by the Board of Governors (BoG) is the next step in the approval process.

4.1.4 Submitting to the Board of Governors (BoG)

Requirements to proceed to BoG:

- revisions to BoG Briefing Notes based on input from PEC
- submission to BoG's Office by the date specified on the Program Proposal Timelines available from the Academic Development Homepage accessible from the Program Development link

4.1.5 Presenting to the Board of Governors (BoG)

- Dean presents program to the Board
 - brief high level overview of the program highlighting the credential, delivery mode, space and infrastructure requirements, and staffing plan (approx. 5 min.); this is essentially the same presentation made to PEC
- the Chair and program developer are to be invited to attend the Board meeting
- Board members may ask questions of clarification
- the Board will approve the program, or not

4.2 CVS Validation and MTCU Funding Approval

The Credentials Validation Service (CVS) approval process and Ministry of Training, Colleges and Universities (MTCU) Funding approval process take effect when a program proposal has successfully completed the College's internal processes and has received Board of Governors approval. The simplified processes are streamlined and seamless, and submission of materials is done electronically.

The Curriculum Administrator finalizes all CVS and MTCU relevant forms/documentation and forwards to departments for final review by the Chair prior to submission to CVS. Furthermore, final program proposals are checked for accuracy and consistency with GeneSIS by the Curriculum Administrator prior to being forwarded to CVS. Proper completion of the required forms enables more timely responses. Usually a CVS decision is rendered within five working days, whereas MTCU approval may take anywhere from one to four months.

Once the program receives validation, CVS forwards all documentation to MTCU for programs where there is a request for funding.

4.2.1 Submitting to the Credentials Validation Service (CVS)

Programs requiring CVS validation:

- all programs leading to the granting of one of the Ontario college credentials regardless of funding source
- all programs submitted to MTCU for funding approval

Final program proposals must be submitted to the CVS using the Application for Program Validation* package which consists of:

- main cover sheet
- Appendix A – Program Description
 - Form 1: Program Vocational Outcome Comparison
- Appendix B – Program Curriculum
- Appendix C – Program Maps
 - Form 1: Vocational Outcomes Mapping
 - Form 2: Essential Employability Skills Mapping
 - Form 3: General Education Mapping

Note: Forms 2 & 3 are not required for Graduate Certificate Programs

- Appendix D – Regulatory Status Forms

Guidance for completing the above Appendices is available within the Program Development section of the Guide and through the assigned curriculum consultant.

***Note:** *The process for degree applications differs and goes through the Postsecondary Education Quality Assessment Board (PEQAB) application process and to the MTCU for funding. The Office of Academic Development will provide guidance for application completion and submission.*

The CVS validation decision is based on the:

- consistency of program outcomes with the credential being proposed and with the Framework for Programs of Instruction (Credentials Framework).
- consistency of proposed title with the accepted college system nomenclature/titling principles and practices.

Once the program is validated, a unique five-digit Approved Program Sequence Number (APS) is assigned by the CVS. (This number is used by the College for enrolment reporting to MTCU). The APS number is conveyed to the College with the validation decision and to MTCU when there is a request for funding. When a program does not receive validation, the CVS will substantiate its decision in writing to the College. It is at the College's discretion to re-submit a separate application at a later date.

The CVS validation decision is formally conveyed to the Dean, Chair/Manager, Registrar's Office, Marketing & Enrolment, and Financial Aid by the Curriculum Administrator.

Note: *For programs seeking Ministry funding, although the program has received CVS validation, the program's status will continue to have the qualifier - Pending Government Funding Approval on publications, the College website and ontariocolleges.ca (OCAS)**. This will be removed only when funding has been approved by MTCU.*

****Offers of admission can not be made until funding has been approved.**

4.2.2 Submitting to the MTCU for Funding

Program approval by the Board of Governors, and receipt of confirmation from the CVS that a program conforms to the Framework for Programs of Instruction (Credentials Framework) and utilizes accepted college system nomenclature/titling principles, are required for funding consideration. When funding is requested (intent for funding expressed on the main cover sheet of the CVS application package), the CVS forwards the program validation package and funding approval specific forms to MTCU.

The following forms must be completed as part of the submission and are included within applicable program proposal templates, most notably in Template 1 – Section 3:

- Appendix A: Request for Approval for Funding Form
- Program Delivery Information (PDI) Form to Calculate Program Funding Parameters (Total Hours Required per Student)
- High Demand Program* Comparator Information Form
Annual Tuition Fees based on two-semester year

**High Demand Program (formerly “additional cost recovery”): a program of instruction eligible for general purpose operating grant funding for which colleges have the discretion to charge fees above the maximum permitted for regular fee programs.*

4.2.2.1 Request for Funding Approval Form

The form needs to be completed thoroughly as indicated below:

- The delivery mode is not reflected in the program title.
- The program duration is normally expressed in terms of full-time delivery- although the program may be offered on a part-time basis.
- The contact person is typically the Chair.
- With the exception of the check box making reference to CVS, all other boxes in section 7 must be checked demonstrating that the College meets funding requirements.
- The proposed annual tuition fees need to be exact. Since the fees for the upcoming academic year are not established until February, 4% factoring needs to be made to reflect the exact fees where applicable. The Manager of Fees and Reporting in the Registrar’s Office can provide fees information.
- The Curriculum Administrator ensures that the President’s signature is reflected on the form.

4.2.2.2 Program Delivery Information (PDI) Form to Calculate Program Funding Parameters

The instructional settings must be accurate and all hours need to be indicated as this may affect funding.

Definitions (to assist with the completion of the PDI form):

a) Classroom Instruction:

instruction that may be provided in a setting which individuals do not require access to equipment except as listed below:

- Situations in which microcomputer labs are used for instruction in standard word processing, spreadsheet, and database software packages
- “Traditional” classrooms and lecture halls
- “Virtual” classrooms and in on-line learning
- Situations in which laboratories and workshops may be used for convenience

b) Laboratories/Workshops/Fieldwork:

scheduled hours of activities intended to give students hands-on experience; this instructional setting is characterized by:

- Activities in which students are provided with instruction and are directly supervised by college staff
- Settings either inside college facilities (e.g. laboratories, workshops) or outside college facilities (e.g. fieldwork) in which individual students are required to use instructional equipment and or supplies. These settings do not include situations in which microcomputer labs are used for instruction of standard work processing, spreadsheets, and data base software packages or situations in which laboratories and workshops are used for convenience.

c) Independent (self-paced) Learning:

student directed learning in which contact with college staff is limited to situations in which advice or solutions to specific problems are sought; usually online learning.

d) One-on-One Instruction:

those exceptional situations in which college academic staff can provide instruction to only one student at a time, e.g. in a flight simulator or on top of an electric tower.

e) Clinical Placement:

scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program.
- Activities in which students are continually supervised directly by college staff or individuals working on behalf of the college

f) Field Placement/Work Placement:

scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program
- Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:

- make periodic site visits
- ensure assignments given to students and the work being done by students are suitable for the program
- monitor the students' progress in the field placement activity
- help address problems encountered by students in the field or work placement activity
- evaluate students' performance in the field or work placement activity

g) Co-operative Education Work Placement:

"A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation
- The Co-operative Education student is engaged in productive work rather than merely observing
- The Co-operative Education student receives remuneration for the work performed
- The Co-operative Education student's progress on the job is monitored by the Co-operative Education institution
- The Co-operative Education student's performance on the job is supervised and evaluated by the student's employer
- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study."

h) Small group tutorial:

Small group tutorial: instructional activity that must occur in small group settings (usually 5-10 students) and in which individual students do not require access to equipment except as indicated below:

- situations in which micro computer labs are used for the instruction of standard word processing, spreadsheet, and database software packages
- situations in which laboratories and workshops are used for convenience

4.2.2.3 High Demand Program Comparator Information Form

Request for funding approval from the MTCU for any new high demand program* requires the completion of this form which addresses the proposed fee and the comparator programs used to set the tuition fee level. (**Note:** *Programs that will charge standard fees are not required to complete the above form*). Fees cannot exceed the maximum fee rates charged by other comparable Ontario college programs. Therefore, for new high demand programs, colleges are limited to charging the maximum fee charged for other programs already being offered in the same MTCU family.

Standard programs are considered high demand provided they meet the following criteria:

- high demand for instructional spaces
- high employer demand for graduates
- high income for employed graduates

MTCU will review the appropriateness of the comparator programs. Where a proposed new program is unique and there are no comparable programs, the Ministry will consider maximum fees of high demand programs within the same family. Where no comparison exists within the MTCU code family, the maximum fees of the occupational cluster will be used. The Ministry has final authority on all decisions of comparability.

Note: *All graduate certificates, bachelor's degrees in areas of applied study, and baccalaureate of nursing programs are automatically considered high demand programs.*

Enrolment in new high demand programs will be included in the calculation to ensure that no more than 15% of a college's postsecondary enrollment is in high demand programs.

Ministry Decision

- A request for funding is reviewed against established criteria as outlined in the Minister's Binding Policy Directive on Funding Approval of Programs of Instruction Procedures.

Generally, two main factors are considered when the Ministry assigns funding parameters for a program:

- *Program Weight (PW):* expenditure per hour of instruction (i.e., unit cost). It includes teaching costs (i.e., student/teacher ratio) and non-teaching costs (how much the instructional supplies and equipment cost, support staff...according to the nature of the program).
- *Funding Unit (FnU):* total number of hours of instruction of the whole program (i.e. number of units). Please note: teaching hours excludes cooperative education workplace hours.
- *The Product*, which is the *Weighted Funded Unit (WFU)*, is generated by multiplying PW by FnU.
- *Tuition Fee Factor will be assigned to the program.*

Proposals approved for funding will be assigned:

- an MTCU code* according to the program titling principles and expressed program learning outcomes confirmed by the CVS.
- funding parameters consistent with MTCU code assigned and the program delivery information received.

MTCU response is conveyed to the Deans, Chairs/Managers, Registrar's Office, Financial Aid, and Marketing & Enrolment by the Curriculum Administrator. The qualifier Pending Government Funding Approval is removed from the ontariocollges.ca website and the College website. The status on GeneSIS changes to active.

If the program proposal is not approved, the MTCU provides the College its decision in writing substantiating the reason(s). The College may appeal a Ministry decision using the established process.

**MTCU code: a five-digit number assigned by the ministry to postsecondary programs of instruction and used to identify the provincial program categories to which programs that are broadly similar in their vocational objectives and titles have been assigned.*

Note: *The first program placed in a new MTCU code establishes the base funding parameters which all future programs in that MTCU code receive.*

5. PHASE 4 - PROGRAM IMPLEMENTATION

5.1 Program Implementation

5.1.1 Creating the Program in Genesis (PUF)

- Academic Department to complete Program Creation/Update Form (PUF) available on the Registrar's Office (RO) website
<http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/forms.htm>
- If a new cost code is required, Academic Department to contact the Academic Operations and Planning (AOP) Department directly (Note: program cannot be created until cost code exists in GeneSIS)
- Curriculum Administrator approves form and forwards to RO
- RO Creates Program/Program Offering in GeneSIS

5.1.2 Creating the Program of Study in GeneSIS

- Academic Department enters POS in GeneSIS (If past curriculum cut-off date, POS is forwarded to the Curriculum Administrator for verification and is then forwarded to the Registrar's Office (RO) to be entered in GeneSIS.)

5.1.3 Entering Program Narrative Information in GeneSIS

- Academic Department enters narrative information in GeneSIS (If past curriculum cut-off date, Narrative Information is forwarded to the Curriculum Administrator for review and is then forwarded to the Registrar's Office to be entered into GeneSIS.)

5.1.4 Posting the Program on the ontariocolleges.ca (OCAS) Website

- Academic Department enters Activity/Enrolment Projections in Enrolment Management System (EMS). (Except at certain times of the year e.g., quarterly reviews, budget preparation periods, when the system is closed to departments. At these times, the AOP Department should be contacted for assistance to enter the Activity/Enrolment Projections)
- The Academic Operations and Planning Department approves projections and forwards to RO
- The Registrar's Office enters projections in GeneSIS and posts program on the ontariocolleges.ca website (Pending Approval will be noted until such time as MTCU funding approval is granted)

5.1.5 Posting the Program on the Algonquin College Website

- The Registrar's Office adds the new program offering to the Academic Program Listing on the RO website
<http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/institute.htm>
- The Registrar's Office posts the new activity against the appropriate term on the Program Activity list on the RO website
http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/program_activity.htm
- Once the program is created in GeneSIS (Program of Study and Narrative Information) the Curriculum Administrator provides the Chair/Manager with a CAL999 Report to review for accuracy and sign off. CAL999 is subsequently forwarded to the Curriculum Administrator for approval.
- Curriculum Administrator forwards the CAL999 Report to the RO for program activation in GeneSIS. The Coordinator of Curriculum and Reporting advises the Curriculum Administrator that the program has been activated.

5.1.6 Requesting Monographs/Brochures

- Once the program is activated, the Curriculum Administrator works with Marketing and the department for the creation of a monograph/brochure and to post the program on the website. The Curriculum Administrator informs the Registrar's Office when the monograph is posted to the website.